DOCUMENT RESUME

ED 067 371 SP 005 862

TITLE	Performance-Based Teacher Preparation Program.
PUB DATE	Nov 71
NOTE	144p.; Entry for the American Assn. of Colleges for Teacher Education 1972 Distinguished Achievement Award
EDRS PRICE	MF-$0.65 HC-$6.58
DESCRIPTORS	*Learning; *Models; *Performance Based Teacher Education; *Performance Criteria; Performance Specifications; Teacher Education; Teacher Education Curriculum
IDENTIFIERS	Dominican College of San Rafael

ABSTRACT

The Dominican College of San Rafael, California, developed a performance-based teacher preparation program based on two educational models: the Data Theory Cycle and the Personalized Learning Model. Students involved in this program are given a series of performance-based objectives which clearly describe the behavior that is expected, the conditions under which these behaviors can be achieved and the criteria for judging their success. The timing and success of accomplishment of objectives lies in the hands of the learner. The fourth year student preparing for a California Preliminary Teaching Credential is required to achieve 32 objectives while the student preparing for the regular fifth year California Standard Teaching Credential must accomplish 40 objectives. Each objective is coded by two systems. The first system helps the student recognize the success criteria used for evaluation, and the second identifies the cognitive level at which he must function in order to accomplish that objective. Appendixes include performance objectives, observation schedules and records, application forms, student record sheets, and a student needs survey. (MJM)

ED 067371

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PERFORMANCE-BASED TEACHER PREPARATION PROGRAM

Dominican College of San Rafael
San Rafael, California 94901

November 1971

SP 005 862

HISTORY

HISTORY

In 1965 Dominican College of San Rafael received an AACTE Distinguished Achievement Award for its elementary program which had developed and matured to that point in time. The major ingredients which we feel were deserving of that award were at least four in number.

1. A one semester introductory course (Educ 100) where emphasis was placed upon careful screening prior to acceptance into the total credential program.
2. Five weeks of full time student teaching immediately following admittance to the program (Educ 132 A) and prior to the 13 Unit methods program.
3. The 13 Unit integrated methods program, which was taught by staff members with appropriate specialities and by outstanding in-service teachers of Marin County.

<u>Required</u>

Educ 131 E	English and Reading	3
Educ 131 M	Mathematics	2
Educ 131 S	Science	2
Educ 131 S.S.	Social Science	2

<u>Two Electives from the Following</u>

Educ 131 M	Music	2
Educ 131 A	Art	2
Educ 131 P.E.	Physical Education	2
Educ 125	Drama in the Classroom	2

4. A low supervisory-student teacher ratic, which guaranteed a minimum one hour a week observation

of student teachers during both semesters.

(Educ 132 A - First Semester - 5 weeks)

(Educ 132 B - Second Semester - 10 weeks)

An integral part of that program since 1965 has been continuous semester evaluations. These have been done by students, staff members and by the public school teachers who were serving as cooperating teachers (master teachers). These evaluations have been collected in both oral and written form. They have been administered individually in small groups as well as in large group settings.

The feelings, attitudes and perceptions collected through these evaluations have been used constantly throughout the years to modify and improve the program.

Because of the evaluations, activities were changed, different texts were used, schedules were altered and specific learning experiences added. All of these modifications were accomplished within the general program structure reported in 1965.

In 1966 our staff was changed to include a greater number of out-standing in-service teachers.

In 1967 more frequent staff meetings were scheduled to insure a continuity of coordinated experiences for our students.

In 1968 the notion of mini-lessons was added to most of the methods courses. ("Mini-Lessons" is the term we used to describe the process whereby students would return to their first student teaching assignment to try out new teaching techniques as they were being learned.)

In 1969 we began developing specific behavioral objectives for our methods courses which were shared with our students.

In 1970 we Field Tested the notion of placing a greater number of student teachers in one building for their second assignment. Twelve of our students functioned in a school which had a total staff of eighteen. Seminars were attended by in-service teachers.

However in the more recent years some major changes in the public school as well as in the quality of students coming into our program demanded even more drastic changes in that program.

Individualized Instruction, Title I Programs, various forms of Staff Differentiation, Accountability, Inquiry, Confluent Education Continuous Progress Systems and Community Volunteer Programs have dramatically influenced the elementary schools.

Our students are coming to us with a greater array of experiences. Many have had direct contact with schools as paid aides, most have volunteered in the schools, practically all have been reading about schools and education (Holt, Kohl, Postman, Leonard and Ashton Warner are names which serve as common conversation starters during initial interviews) and all have an increasingly more "heavy" commitment to teaching and learning.

These changes have been reflected in the evaluations collected in rather clear and definite terms. To meet more effectively the needs of our students it became increasingly clear that it was necessary to:

A. Provide earlier entrance into the formal teacher training program.

B. Make it possible for more direct contact with children.

C. Increase the opportunities for individualized

instruction for our own students.

D. Emphasize the unification of the content and process of education.

E. Provide opportunities for our students to become more autonomous.

F. 'Model' the kinds of teaching behaviors with our students we deem necessary for them to use in the "real world" of the public schools.

These needs, coupled with our previous program alterations provided us with the impetous and the means for the development of the new PERFORMANCE BASED TEACHER PREPARATION PROGRAM, we now submit for your consideration.

THE PROGRAM

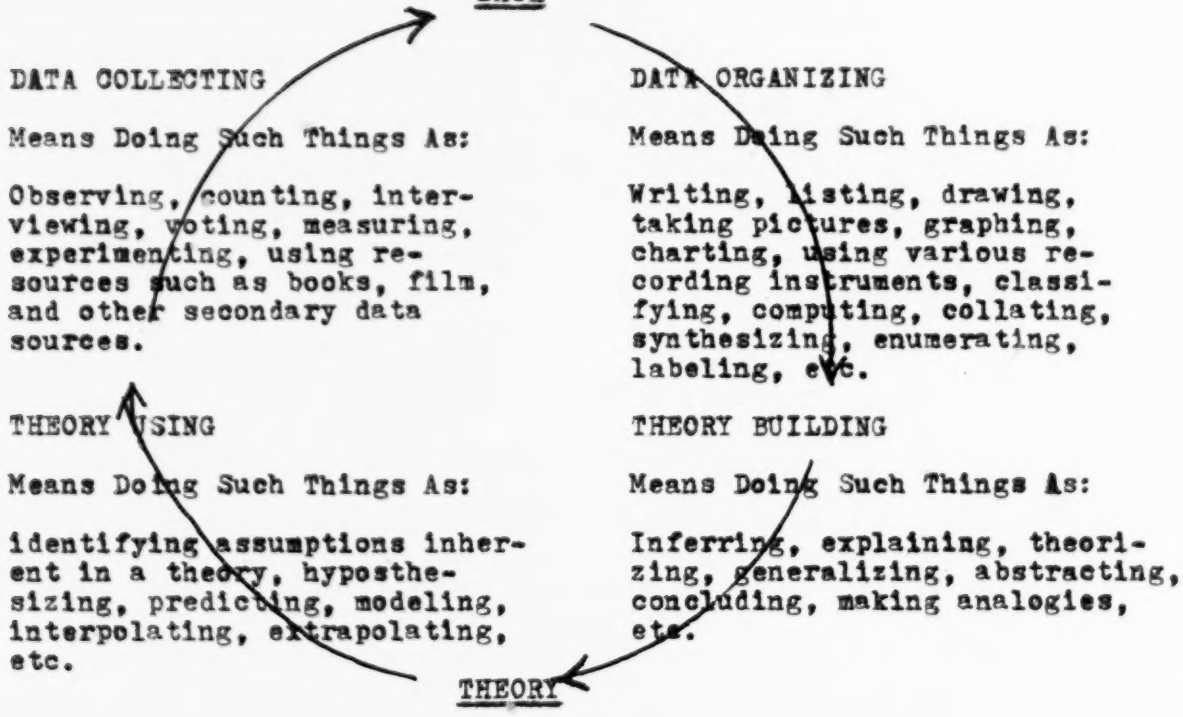
THE PROGRAM

Two educational models were used to bring together the needs of the students with the expressed recommendations of in-service teachers and administrators. It is around these two models the PERFORMANCE BASED TEACHER PREPARATION PROGRAM is built:

A. THE DATA THEORY CYCLE[1]

B. PERSONALIZED LEARNING[2]

DATA THEORY CYCLE


DATA
DATA ORGANIZING
Means Doing Such Things As:
Writing, listing, drawing, taking pictures, graphing, charting, using various recording instruments, classifying, computing, collating, synthesizing, enumerating, labeling, etc.
THEORY BUILDING
Means Doing Such Things As:
Inferring, explaining, theorizing, generalizing, abstracting, concluding, making analogies, etc.
THEORY
THEORY USING
Means Doing Such Things As:
identifying assumptions inherent in a theory, hypothesizing, predicting, modeling, interpolating, extrapolating, etc.
DATA COLLECTING
Means Doing Such Things As:
Observing, counting, interviewing, voting, measuring, experimenting, using resources such as books, film, and other secondary data sources.

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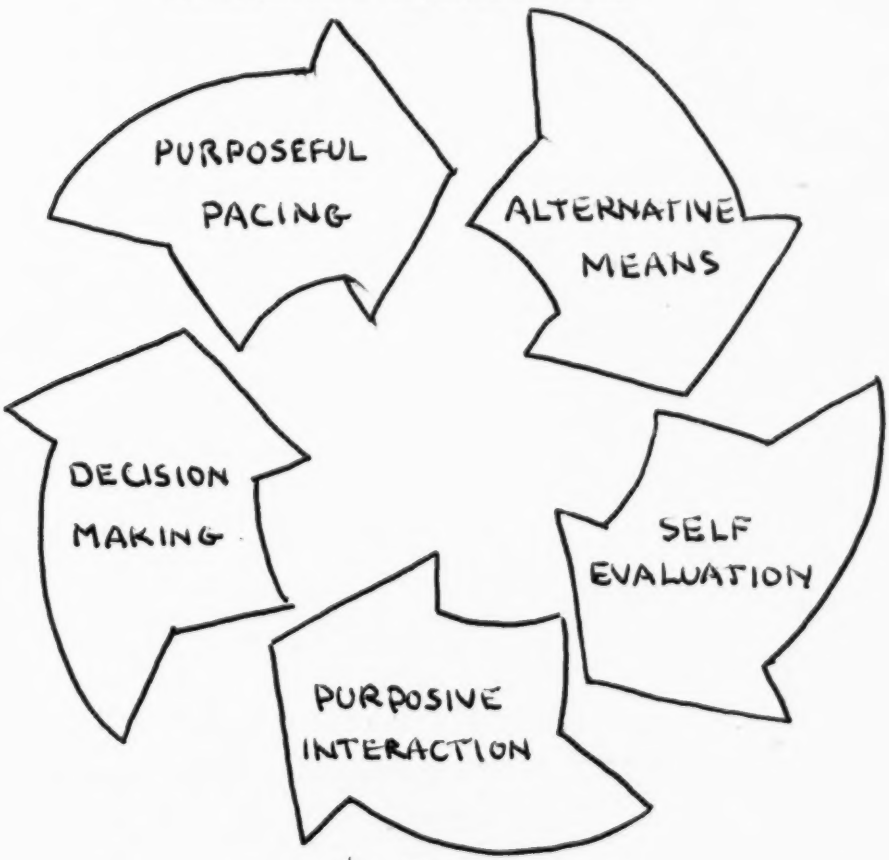
[1]Strasser, Ben B., Learning to Teach Toward Inquiry, Hayward, California: Search Models Unlimited, 1970.

[2]O'Donnell, Patrick A., and Lavaroni, Charles W., "What Are You Doing About the IQ Level in Your District?" The California Journal for Instructional Improvement, 13 (1970), pp. 26-37.

When applied to teacher preparation the DATA THEORY CYCLE represents the notion that the learner interested in becoming a teacher must be greatly involved in processing his own information. He should be facilitated as he gathers data about himself and the schools in which he is preparing to work, organizes that data, and uses the concepts he developed in organizing it to build theories or explanations about children and learning. He then makes application of those theories to predict and control his actions and his environment and through that application collects new data which in fact starts his learning cycle in motion again.

PERSONALIZED LEARNING MODEL



The PERSONALIZED LEARNING MODEL recognizes that individualized instruction, I.E. individualization learning takes best when the learner is involved in five kinds of activities: Purposeful Pacing, Alternative Means, Self Evaluation, Purposive Interaction, Decision Making.

Through Purposeful Pacing the student is responsible for identifying the overall schedule of his learning experiences which should reflect his interests, needs and learning style.

Alternative Means refers to the use of many and varied kinds of learning experiences which can be used to build and enlarge any particular concept, skill or understanding.

Decision Making Every human being is constantly in the position of making appropriate or inappropriate decisions. To really engage in a personalized learning experience the student must become more aware of, develop and use consciously his decision making processes.

Through Self-Evaluation the learner becomes increasingly aware of his strengths and weaknesses, his interests and his needs. In a personalized learning situation he will translate the results of that self-evaluation process to planning more consistent and effective set of learning activities.

Purposive Interaction recognizes that many concepts and skills can only be developed through interaction with other human beings. In its simplest form it is the grouping and regrouping of people for particular learning tasks which responds to the needs of and style of the learner.

Both models are drawn circularly to indicate that learning is a continuing process. These models would be more accurate and descriptive of reality if they could be thought of as spirals. When theories are applied, they create data which need to be organized and reprocessed and a different theory is spiraled out. It might by a new theory or it might be different only because it is stronger and more accurate in its predictability.

When a student is invited to participate in Purposeful Pacing or in any one of the other four activities, he automatically is collecting data which can be used as he spirals increasingly useful and appropriate applications of each of them.

APPLICATION

Students involved in this program are given a series of performance based objectives (Appendix A) which clearly describe the behavior that is expected, the conditions under which these behaviors can be achieved and the criteria for judging their success. The objectives, do in fact invite students to collect data from which they develop their ideas and to evaluate those ideas in relation to the data those ideas generate. The objectives have built in opportunities for achievement of goals through alternative activities. Many include opportunities for decision making and purposive interactions. The overall structure for the timing and success of their accomplishment lies in the hands of the learner. Self-Evaluation using both external and internal criteria are an important ingredient of practically all of them. The student must plan ahead of time the training sequence for which he is responsible.

Those fourth year students preparing for a California Preliminary Teaching Credential are required to complete thirty-two objectives. Thirty of these serve as the basic core of the program and two of the remaining twenty-two are of his choosing.

Those students preparing for the regular fifth year California Standard Teaching Credential must accomplish forty objectives, thirty-four are identified as required while the remaining six are chosen by the student from the total presented.

Eachobjective is coded by two systems. One helps the student recognize the success criteria used for evaluation, the second identifies the cognitive level at which he must function in order to accomplish that objective.

Success Criteria

1. CONCEPT DEVELOPMENT — measured in terms of increased knowledge and understanding on the part of the student

2. SKILLS APPLICATION — measured in terms of the application of specific planning and teaching skills by the student.

3. PUPIL PRODUCTION — measured in terms of changing attitudes and behaviors of the pupils with whom the student works.

Training Competancies - Cognitive Level 3
(Bloom's Taxonomy of Educational Objectives)

1. KNOWLEDGE
2. COMPREHENSION
3. APPLICATION
4. ANALYSIS
5. SYNTHESIS
6. EVALUATION

3. Benjamin S. Bloom, Taxonomy of Educational Objectives

IMPLEMENTATION

IMPLEMENTATION

The new program went into effect in September 1971 as a result of a $2,600.00 planning grant awarded the college during the 1970-71 school year. This E.P.D.A. Title IIB grant came to the college through the California State Department of Education.

The grant monies were used to solidify the changes into the final program described earlier in this report. People from the college staff, teachers and administrators along with students were called together on several occasions to discuss, write and re-write the Performance Objectives which serve as the minimal core of the program.

Early in the spring of 1970, the Wolfe Grade School of the Kentfield School District was identified as the Center School. Key members of this staff worked with the college faculty to identify and resolve anticipated problems and issues.

One big issue rather quickly became apparent. While that particular school had built a reputation over the past few years as effectively employing many new and innovative programs, its population was pretty well limited to pupils from middle class and upper middle class homes. In order to provide our students with more varied kinds of training experiences we saw the need to extend our efforts into other communities.

Two neighboring districts, the Sausalito School District and the Lagunitas School District, were contacted and agreed to cooperate with us. Performance Objectives were re-written to include activities with children who come from lower socio-economic backgrounds. Some specific teaching tasks are required to be worked through with elementary pupils who are experiencing Title I programs.

These are repeated with children from the Center School. The data from the two experiences will be compared, theories will be developed and tested by our students as they begin identifying and using alternative teaching strategies for students with different backgrounds.

To put all of these ideas into practive the following course programs were outlined:

FOURTH YEAR PROGRAM

First Semester

Ed. 100x - School and Society	3
Psych.-Ed.105 - Psych. Found. of Ed.	3
Academic Courses for Major	9
	15

Second Semester

Ed. 132 Student Teach. in Elem. Sch.	6
Ed. 133 Strategies in Teach.	3
Ed. 131 Read.&Eng. Methods in Elem. Schools	3
Academic Courses for Major	3
	15

FIFTH YEAR PROGRAM

First Semester

Ed. 100x-School and Society	3
Psych.-Ed.105 - Psych. Found. of Ed.	3
Ed. 131 - Read. and Eng. Methods	3
Academic Electives	6
	15

Second Semester

Ed. 132 Stud. Teach. in Elem. Sch.	8
Ed. 133 Strategies in Teach.	5
Ed. 125 Drama in the Classroom or Ed. 131 S.Science Methods	2
	15

Ed. 100x - School and Society is our introductory course.and serves as a means to identify many of the sociological foundations of education. It is scheduled in a public school center during the regular

school day. Students are expected to spend from 6-10 hours a week in the classrooms of that school and the Title I schools observing and participating in a variety of classroom activities (Appendix B-C) Psych-Ed. 105 is held on campus, besides the Performance Objectives listed in the Appendix (A) students explore many other concepts traditionally considered as the psychological foundation for education.

Ed. 131 - Reading and English Methods is held at the center school. However, it meets after school hours to allow in-service teachers from the cooperating school to participate as consultants as well as students.

Ed. 132 - Student Teaching is a full semester experience. Fourth year students (6 units) are released 3 hours a week to complete their major requirements back on campus. Fifth year students (8units) spend full days in the center schools. Both groups are scheduled into Title I schools throughout the semester.

Ed. 133 - Strategies in Teaching is also held at the center school. It is scheduled 5 hours a week for 5th year students and 3 hours for 4th year students. Class sessions and seminars are held prior to school in the morning and after school. Again, this is done to allow in-service teachers to serve either in a consultant role or as students.

Ed. 125 Drama in the Classroom and Ed 131 S Science Methods are two evening electives from which the 5th year students can choose. Both of these courses are taught by in-service teachers. They are held on the college compus.

SCREENING AND SELECTION

Screening for admittance to the program takes place the semester prior to the student's initial semester (Appendix D). When the paper work is collected the prospective student is interviewed by the Education Council. The Council is made up of the Chairman of the Eudcation Department, the Graduate Dean, the Registrar, two members of education department, and a representative of the public schools. Only students who receive unanimous approval of this group are selected for the program.

With the start of the semester, students are immediately given the complete set of objectives and the PROFILE RECORD SHEET (Appendix E). That form becomes the permanent record for the student and the education department. The profile provides a continuous record of where the student is in the program.

As the semester progresses, the Needs Survey (Appendix F) which is always available to every student, provides the department of special needs, problems and concerns of each student. The Needs Surveys keeps communications open. They are used by the student to call for individual conferences with the staff. They are used by the Education Department to call for special seminars, identify appropriate consultants and to group students for particular activities.

BUDGET

The program this year is being supported by a E.P.D.A. Title II B grant awarded to the Marin County Superintendent of Schools. Dominican College is using its share of that money to support the new program, and the tuition funds are being used to phase out the old program.

The new program will be self supporting without the assistance of grant money in 1972-73. Money normally paid out in regular staff salaries for method courses will then be used to support the short-term consultant activities so important to the program. It must be remembered that much of the input for students will come to our students from in-service teachers when our students need it, and not when the course is scheduled.

In effect, Dominican College is developing a Staff-Differentiation Program, when the public schools it serves is considered as a part of its total human resources - its staff.

APPENDIX A

PERFORMANCE OBJECTIVES

ED. PSYCH. - I

(Success - Concept)
(Bloom - Comprehension)

The student, after watching each of the Piaget films, Piaget: Conservation, Piaget: Classification, reading Piaget's theory, reading about his theory and participating in a class discussion in any way that is meaningful for him, will write four paragraphs -- one describing each of the four levels of thought as identified by Piaget. To successfully meet this objective the paragraphs will be judged acceptable by a panel of four students and the instructor.

ED. PSYCH. - I

Record Sheet

NAME_____

I.

II.

III.

IV.

Panel

	O.K.	NOT O.K.
1.		
2.		
3.		
4.		
5.		

ED. PSYCH. - II

(Success - Skills)
(Bloom - Application)

The student will collect appropriate materials to administer the Piaget Conservation or Classification tests to three pupils selected in cooperation with a classroom teacher, interpret the results and write a short report on each of the pupils. He will then repeat those tests in a Title I school.

The objective will be successfully met when the classroom teacher(s) discusses the tests and signs a slip indicating that he feels that the test was administered and interpreted in a meaningful way for the pupil, the student, and the classroom teacher.

ED. PSYCH.-II

Record Sheet A

NAME_____

This is to certify that the above named student successfully completed the Piaget test with_____students.

Comments:

_____
Classroom Teacher

_____
Date

ED. PSYCH. - II

Record Sheet B

NAME_____

This is to certify that the above named student successfully completed the Piaget test with_____students in a Title I school.

Comments:

_____
Classroom teacher

_____
Date

ED. PSYCH. - III

(Success - Concept)
(Bloom - Synthesis)

The student, after completing ED.PSYCH. Objectives I and II, will prepare a short paper of approximately 1,000 words describing how pupil movement from one Piaget level to another can be facilitated in either mathematics or language through appropriate learning tactics which need to be experiences in order that the next higher stage of development can be reached. The paper will include examples of materials and teaching strategies which the college instructor considers appropriate. Once the paper is completed and approved the student will prepare multiple copies which he will distribute in the following manner:

1 to the instructor
1 to the classroom teacher(s) where he worked with students
1 to the college curriculum library
1 to the Education Department files

ED PSYCH. - III

Record Sheet

NAME_____

A. The above named student has successfully met the written aspect of this objective.

_____
Instructor

_____
Date

B. I have distributed the paper to the appropriate people and places.

_____
Student's Name

_____
Date

STRATEGIES IN TEACHING

(SOCIAL STUDIES - I)

(Success - Skill)
(Bloom - Application)

The student will listen as often as he wishes to a tape recording of a social studies lesson prepared by the instructor. When he feels he is ready, he will prepare a sheet on which he has listed two examples each of the following teacher behaviors as identified by Costa, et. al.

1. structuring
2. focusing
3. accepting
4. clarifying
5. responding with data
6. teacher silence

To be considered successful the students first will agree with 80% accuracy with the identification, type-script prepared by the instructor. Upon checking the results the student will either ask for a conference with the instructor for clarification or turn in his sheet to the instructor with appropriate corrections.

STRATEGIES IN TEACHING

(SOCIAL STUDIES I)

Record Sheet

NAME_____

This is to certify that the above named student has turned in the corrected identification type-script or has had a satisfactory clarification conference.

Comments:

_____
Instructor

_____
Date

STRATEGIES IN TEACHING

(SOCIAL STUDIES - II)

(Success - Skill)
(Bloom - Application)

After studying Improving, Questioning Strategies by Minnis and Schiable the student will work with a group of Title I pupils of at least 15 in number in a social studies discussion for 20 minutes and audio-tape record that discussion. Following the discussion the student will code the questions and responses according to the Minnis system. To be successful the student will be able to accurately code the following pattern: A_1 B_1 C_1...A_2 B_2 C_2 when reviewed by the instructor.

STRATEGIES IN TEACHING

(SOCIAL STUDIES - II)

Record Sheet

NAME_____

This is to certify that the above named student has accurately coded the assigned pattern when reviewed by me.

Comments:

_____
Instructor

_____
Date

STRATEGIES IN TEACHING

(SOCIAL STUDIES - III)

(Success - Skill)
(Bloom - Synthesis)

The student, after reviewing units of work developed by other people, studying the Taba Curriculum Guides in Social Studies, Teacher Handbook for Contra Costa Social Studies, the DO IT Manual by Watanabe and participating in a seminar led by the college instructor and the public school specialist, will develop a 3-4 week Social Studies Unit written to meet the needs and interests of a group of pupils in a Title I school for a grade level of his choice. This unit will include the main idea(s) the unit is designed to develop, the content explored and the learning experiences. The Learning Experiences column will include appropriate Field Trips, Resourse People, Books, Films, Film Strips, Records, Tapes, Study Sheets, and Children's Activities including ideas for data collection, concept building, generalizing, and applying their ideas, as well as suggested questions for the teacher to use with the students. The Content column will include the concepts and sub-ideas that the unit is designed to meet. When the unit includes a majority of the listed content and learning activities, to the satisfaction of the college instructor, this objective will have been successfully completed.

STRATEGIES IN TEACHING

(SOCIAL STUDIES - III)

Record Sheet

NAME_____

This is to certify that the above named student has written a satisfactory social studies unit.

Comments:

_____
Instructor

_____
Date

STRATEGIES IN TEACHING

(MATH - I)

(Success - Concept)
(Bloom - Analysis)

The student will study the California State Strands Report on Mathematics. After studying the report he will participate in one or more seminar discussions of at least three fellow students called for either by him or his peers for at least 30 minutes and together they will fill out the assigned discussion guide. The criteria will be met when the group completes, signs, and turns in the form to the Education Department.

STRATEGIES IN TEACHING

(MATH - I)
Discussion Guide

Record Sheet

NAME_____

Collectively discuss and individually fill out briefly the following:

1. What are the Strands ?

2. How do the Strands interweave one with another ?

3. How might the objectives of the Strands report be accomplished ?

4. Why is such a document important ?

5. How can each of these Strands be implemented each grade level ?

6. What level of mastery can be expected at each grade level?

7. How does the current state text adoption (Houghton-Mifflin) coordinate with the Strands report?

Names of Students participating:

_____

_____

_____

_____

_____

_____
Student

_____
Date

STRATEGIES IN TEACHING

(MATH - II)

(Success - Concept)
(Bloom - Knowledge)

The student working alone or with other students and asking for and using help from the instructor, a mathematics specialist, other textbooks, film, records, or filmstrips will complete the ten unit exercises in Modern School Mathematics Workbook for Elementary Teachers published by Houghton Mifflin. Upon completion of each unit exercise the student will check his own work, record the items missed, convert the score to percentages, indicate in what areas he needs assistance, secure that assistance and rework the unit until it is 100% correct. Upon completion to the 100% level of each unit the student will call for a conference with the instructor and orally indicate his perceptions related to his mathematical understandings and his feelings of himself as a learner in this discipline.

STRATEGIES IN TEACHING

(MATH - II)

Record Sheet

NAME_____

First Attempt	Concerns	Completed to 100% level
Unit I Date %		Date Comments Signature _____
Unit II Date %		Date Comments Signature _____
Unit III Date %		Date Comments Signature _____
Unit IV Date %		Date Comments Signature _____
Unit V Date %		Date Comments Signature _____

STRATEGIES IN TEACHING

(MATH - II)

Record Sheet

NAME_____

First Attempt	Concerns	Completed to 100% level
Unit VI Date %		Date Comments Signature _____
Unit VII Date %		Date Comments Signature _____
Unit VIII Date %		Date Comments Signature _____
Unit IX Date %		Date Comments Signature _____
Unit X Date %		Date Comments Signature _____

STRATEGIES IN TEACHING

(MATH - III)

(Success - Knowledge)
(Bloom - Synthesis)

After completing math objectives I and II in any order he wishes the student will call for a conference with the college instructor or public school math specialist to orally relate his understandings of how the Strands identified in the California Math Report and the math concepts developed in the Houghton-Mifflin Student Textbook Series and spiraled for classroom use in the elementary grades. When the conference is considered satisfactory by the instructor or specialist, he will sign and date the appropriate form.

STRATEGIES IN TEACHING

(MATH - III)

Record Sheet

NAME_____

This is to certify that the above named student has had a satisfactory conference with me regarding the Strands report as it correlates with the Houghton-Mifflin Program.

_____

Instructor

_____

Date

STRATEGIES IN TEACHING

(MATH - IV)

(Success - Skill)
(Bloom - Application)

The student will select three mathematics text books at three different elementary grade levels, select from each of these the same mathematical concepts, or skills, and develop and write one performance objective for each grade level. The student will then individually share those three objectives with six fellow students who will list on an evaluation sheet the behavior, the conditions, the success criteria, and the level according to Bloom indicated by the objective. At least two-thirds of the people reviewing the objective will have identical or nearly identical lists when the objective and the six evaluation sheets are turned in to the instructor and include two-thirds agreement that at least one of the objectives requires the student to function at a level higher than Math III.

STRATEGIES IN TEACHING

(MATH - IV)

Record Sheet

NAME_____

	Objective I	Objective II	Objective III
Behavior			
Conditions			
Criteria			
Level			

Evaluator_____

Date_____

To the student: Use six of these sheets, one for each fellow student evaluator.

STRATEGIES IN TEACHING

(MATH - V)

(Success - Product)
(Bloom- Synthesis)

Given a group of three to five students from the classroom assigned for student teaching who are working below their grade level expectations in mathematics and who are achieving at or near their grade level expectations in reading as indicated by the supervising teacher, in five one-half hour periods of time the student will first prepare and administer an oral, written or manipulative diagnostic activity. From the results of this activity the student teacher will record a particular skill or concept needed to be learned by each of the students and prepare a sequence of four days' learning experiences, and record this daily evaluation of those objectives. To complete this objective at least two-thirds of the pupils will, in a twenty-minute evaluation session led by the college supervisor or the math specialist, and observed by the student teacher, discuss, write or manipulate materials to show that they can apply (Bloom III) that particular concept(s) or skill(s) to a new situation to the satisfaction of both the student teacher and the college supervisor.

STRATEGIES IN TEACHING

(MATH - V)

Record Sheet I

NAME_____

Day I -- Short Description of Diagnostic Activities

Concept(s) or skill(s) to be learned:

Day II -- Performance Objective

Evaluation:

STRATEGIES IN TEACHING

(MATH - V)

Record Sheet 2

Day III -- Performance Objective:

Evaluation:

Day IV -- Performance Objective:

Evaluation:

STRATEGIES IN TEACHING

(MATH - V)

Record Sheet 3

Day V -- Performance Objective:

Evaluation:

Day VI -- College Supervisor's Comments and Evaluation:

_____

Student Teacher

_____

College Supervisor

_____

Date

STRATEGIES IN TEACHING

(MATH - VI)

(Success - Product)
(Bloom - Synthesis)

The student will use the Strands Bibliography developed by Bob Guerts to identify activities from the Arithmetic Teacher and learning experiences which fit selected strands. The student using these resources will develop and present to pupils in a group of at least five in number three 10-15 minute mini-lessons, one at the 1-2 grade level, one at the 3-4 grade level, and one at the 5-6 grade level. For each mini-lesson the student will prepare behavioral objectives for approval by the regular classroom teacher before the lesson is presented. These objectives along with a written evaluation report describing what, in fact, happened with the pupils will be presented to the college instructor on the report form. At least one of these lessons must be done with students in a Title I school. To meet this objective the student will submit three separate reports, each one including:

1. Strand
2. Arithmetic Teacher Source, Volume/Title/Author/Page
3. B.O. for the lesson
4. Evaluation Report
5. Signature of Regular Classroom Teacher

STRATEGIES IN TEACHING

(MATH - VI)

Record Sheet I

NAME_____

Lesson I

1. Strand Used:

2. Arithmetic Teacher Source:

3. B.O. for Lesson:

4. Evaluation Report:

_____
Signature of Teacher

_____
Grade Level

_____
Date

STRATEGIES IN TEACHING

(MATH - VI)

Record Sheet 2

NAME_____

Lesson II

1. Strand Used:

2. Arithmetic Teacher Source:

3. B.O. for Lesson:

4. Evaluation Report:

_____
Signature of Teacher

_____
Grade Level

_____
Date

STRATEGIES IN TEACHING

(MATH - VI)

Record Sheet 3

NAME_____

Lesson III

1. Strand Used:

2. Arithmetic Teacher Source:

3. B.O. for Lesson:

4. Evaluation Report:

_____
Signature of Teacher

_____
Grade Level

_____
Date

STRATEGIES IN TEACHING

(MATH - VII)

(Success - Product)
(Bloom - Synthesis)

The student working in his student teaching assignment will develop means to assess the levels of mathematics operation of a group of six to eight pupils. He will then assess their development in a particular math concept through a series of self-made diagnostic activities, at least one oral, one written, and one manipulative. He will then prescribe four lessons of approximately 30 minutes in length which are designed to correct the diagnosed weaknesses. At least one lesson will include written activities, one oral activity, and one manipulative activity. The student will readminister the diagnostic activities on the fifth day, and there will be a growth of at least 20% for each of the students with whom he is working.

When this is completed the student will submit a report of his work including:

1. Description of the means he used to assess the level
2. The diagnostic materials
3. A description of his four lessons
4. An item analysis of each pupil's pre-post scores on the diagnostic activities.

STRATEGIES IN TEACHING

(MATH - VII)

Record Sheet

NAME_____

This is to certify that the above named student has submitted the report of his work with students.

_____

Instructor

_____

Date

STRATEGIES IN TEACHING

(MATH - VIII)

(Success - Product)
(Bloom - Evaluation)

The student will prepare a unit (series of self-directing/ self correcting lessons) in math using task cards. These will be placed in the Math Center in the room. The student will introduce the unit to the class and keep records of its usage for two weeks. To be successful, 40% of the class will use the complete set of task cards.

Possible subjects for these units:

Measurement

Volume

Number System

Whole Numbers

Notation and Place Value

Angles

Shapes

Addition of Fractions

STRATEGIES IN TEACHING

(MATH - VIII)

Record Sheet

NAME_____

Record of Use:

Title of Unit:

The following pupils completed the Task Card Unit in a two week period:

_____
Student

_____
Date

STRATEGIES IN TEACHING

(MATH - IX)

(Success - Product)
(Bloom - Synthesis)

The student teacher will select a particular math concept or skill taught at the grade level he is student teaching and create a game that two to six students can play without teacher direction and that requires the students to use that particular concept skill in order to play the game. The student teacher will prepare all of the necessary equipment for the game, introduce it to the students, set up a place where the game can be stored for easy access, and record who used it for two weeks. To be successful the record of usage will show that at least 40% of the class will use it for "fun" a minimum of five times during the two weeks recorded.

Once the game meets the criteria the student will place it in a Title I school at the appropriate grade and collect data from the regular classroom teacher about its use by students after two weeks' time.

STRATEGIES IN TEACHING

(MATH - IX)

Record Sheet

NAME_____

I. Description of game, including materials and equipment needed.

II. Concept(s) and/or skill(s) practiced when using the game.

III. **Record of usage:**

Students

1. Date_____
2. " _____
3. " _____
4. " _____
5. " _____
6. " _____
7. " _____
8. " _____
9. " _____
10. " _____

STRATEGIES IN TEACHING

Electives

The student, in consultation with a member of the College staff, will elect two curriculum areas in which to carry out a series of teaching strategies. Choice will be made from the following:

Art
Music
P.E.
Drama
Science

The student and the College staff member will agree that the two selections are in areas in which the student has the most need.

The student will then consult the College curriculum-methods instructors in the two areas he has chosen and will plan at least four specific strategies for each one, a total of eight in all. At least two of the strategies will be performed in a Title I school.

The student will write at least two behavioral objectives for each lesson and have them signed as approved by the curriculum and methods instructor or the College supervisor and will schedule and discuss the strategies and objectives with his classroom teacher before proceeding. Each lesson will be scheduled and recorded on video tape.

As soon as possible the student with the College supervisor will observe the video tape and write an evaluation of each performance in terms of the written objectives. He will consider his performance successful if he and the College supervisor agree that 50% of the objectives were attained. The student will re-write the objectives and re-teach lessons where less than 50% of the objectives are attained.

STRATEGIES IN TEACHING

Record Sheet

NAME_____

A. The two curriculum areas I elected were: 1._____

_____2._____

The choice was approved by_____

B. Attached are my written behavioral objectives for eight lessons signed by: 1._____2._____

C. My written evaluation of the video tapes are included with each set of behavioral objectives. The evaluations show that more than 50% of my objectives were achieved for each lesson.

_____

College Supervisor

_____

Student

_____

Date

EDUCATION 100 X - I

(Success - Concept)
(Bloom - Evaluation)

The student will take a course in advanced English composition or will pass an examination given and evaluated by the Dominican College English Department. If the student does not pass the examination he will agree in writing on a record sheet, to be placed in his profile, to take a course in advanced English composition before applying for the Standard Elementary Teaching Credential.

EDUCATION 100 X - I

Record Sheet

NAME_____

A. I have passed the English composition examination.

_____
Signature of Student

_____
Date

B. I will take a course in advanced English composition before applying for my Standard Elementary Teaching Credential

_____
Signature of Student

_____
Date

EDUCATION 100 X - II

(Success - Concept)
(Bloom - Evaluation)

From a list of current paperback books provided by the Education Department staff, the student will select and read one book, write a brief review, and place the book along with the review in the learning center by the end of the first two weeks of the semester. In the following week the student will read all the other student reviews and indicate completion of this task by signing his name on the cover sheet of each review. He will then choose one other book from the group to read by the end of the fourth week of the semester. In a seminar meeting, organized by the students, the whole group will list on a chalkboard at least one concept from each book which a majority of the group agrees is representative of the point of view of the author. When concepts have been discussed, modified, and agreed upon by a majority, each student will fill out the accompanying check sheet and place it in his profile.

EDUCATION 100 X - II

Record Sheet

Check sheet for current paperbacks.

A. The first book I read and reviewed was:

_____
Title

_____
Author

_____
Publisher - Date

B. After reading all fellow students' reviews I chose to read:

_____
Title

_____
Author

_____
Publisher - Date

C. Comments regarding student agreement upon concepts from books:

_____
Signature of Student

_____
Date

EDUCATION 100 X - III

(Success - Concept)
(Bloom - Evaluation)

After examining and reading parts of a collection of educational sociology texts (Provided by the Education Department staff) the student will, by the end of the 13th week of the semester, write and place in the learning center, a brief paper stating: 1) the book he would recommend first; 2) in what order he would rand at least two others; and 3) reasons for his selections.

Successful papers will include at least two of the following criteria; 1) breadth and depth of content; 2) relevancy for current education students; 3) overall style and clarity. Students will have papers signed by college staff indicating acceptance and place them in his profile.

EDUCATION 100 X - III

Record Sheet

NAME_____

This is to certify that the above named student has written a satisfactory paper reviewing a collection of educational sociology texts.

Comments:

_____
College Staff Member

_____
Date

EDUCATION 100 X - IV

(Success - Concept)
(Bloom - Synthesis)

After reading current newspapers and magazines on education in the public schools and hearing speakers from various public schools invited by the college staff to speak at seminars (teachers representing CTA - AFT, principals, district administrators, school board members, etc.) the student will write a proposal regarding an area of public school procedure that in his opinion needs change and submit it to a college staff member by a certain date. The paper will describe the basis on which the subject was chosen and identify materials and personnel that would provide constraints, as well as resources for the projected change. Procedures and strategies for exposure should be included. Research for the project will be based on actual materials from the schools but the paper must be written so that names of pupils, schools, or districts are not used. The papers will be held confidential by the college staff to whom they will be given. Papers will be dated and signed by the college staff indicating acceptance and placed in file.

EDUCATION 100 X - IV

Record Sheet

NAME_____

This is to certify that the above named student has written a satisfactory paper regarding an area of public school procedures and submitted it to me on_____.
date

Comments:

_____
College Staff Member

_____
Date

EDUCATION 100 X - V

(Success - Skill)
(Bloom - Evaluation)

After the student has selected a subject for EDUCATION 100 - IV he will meet in seminar with fellow students to plan and carry out a role playing session wherein, having agreed upon an issue, the students will choose to act out the parts of the school board, superintendent, various school personnel, parents, and other interested parties. At an agreed upon signal, board members will exchange roles with the school staff and others and the same issue will be discussed. The entire group will then spend 15 minutes formulating some statements as to how they felt in the different roles. The student will make at least one contribution to the evaluation discussion as an indication of his successful participation in the role playing experience.

EDUCATION 100 X - V

Record Sheet

NAME_____

A. The subject I chose for my paper required for EDUCATION 100 X-IV was:_____

B. The issue agreed upon for roll playing was:_____

_____.

C. The first roll I played was_____.

D. The second roll I played was_____.

E. Comments regarding statements made by fellow students as to how they felt in different rolls:_____

_____

_____

_____.

F. My contribution to the evaluation discussion:_____

_____

_____

_____.

G. I believe that my participation was successful_____.

_____
Signature of Student

_____
Date

EDUCATION 100 X - VI

(Success - Concept)
(Bloom - Synthesis)

Before the opening of public schools, the student will talk with a teacher at the school assigned, plan to attend as many preschool meetings as are appropriate, help get room and supplies ready for the opening of school and schedule classroom observation hours to begin the week that school starts. Student teachers will schedule observation-participation at 5 to 8 hours per week for the rest of the semester. During this time, the student, in consultation with the teachers and the college staff, will visit other classrooms and teachers with a minimum of one hour per week in a Title I school and, finally, write a proposal for the second semester student teaching assignment to be placed in the profile by the student and signed and dated. The college staff in consultation with the public school teachers involved will arrange student teaching assignments for the second semester.

EDUCATION 100 X - VI

Record Sheet I

NAME_____

This is to certify that the above named student has met with me for preschool activities and has completed observation-participation as scheduled.

Comments:

_____
Observation Teacher

_____
Date

EDUCATION 100 X - VI

Record Sheet 2

NAME_____

Proposed second semester student teaching assignment:

District_____

School_____

Principal_____

Teacher_____Grade_____

Personnel Unit_____

Comments:

_____
Student - Date

_____
College Staff-Date
Member

_____
Teacher Assigned - Date
for Student Teaching

EDUCATION 100 X - VII

(Success - Skill)
(Bloom - Evaluation)

Each student will observe in at least five different classrooms for at least 20 minutes per observation with the advice of assigned observation teacher and the college staff. The student will identify and visity as wide a variety as possible. The selection will include team teaching, self-contained classrooms, various pupil managements, different socio-economic backgrounds, contrasting teacher strategies. During the first week of observation the student will meet in seminar with the other students, the college staff, and some of the assigned observation teachers to discuss and create an instrument for recording observations. (Books on observation techniques will be available.) Common goals will be agreed upon and the student may add some individual objectives. A form sheet will be made and dittoed for all to use. The form will include ways to record teacher behavior, pupil behavior, school facilities outside classroom, inventories of materials in classrooms (math and reading required - other optional), noise level, movement, feeling (emotional level), information gathered from talk with teachers and students and others. At seminar meetings with fellow observers, the use of the observation form sheets will be discussed. Students will revise observation criteria in light of experience and ditto new forms to be used for EDUCATION 100 - VIII observation.

Each student will make at least one suggestion for keeping or changing items of evaluation. Students will make and record at least ten different observations during the semester. The remaining five weeks may be spent revisiting areas of special interest.

EDUCATION 100 X - VII

Record Sheet 1

NAME_____

Attached are ten completed record forms for at least ten different observations.

Comments:

_____
Student

_____
Date

EDUCATION 100 X - VII

Record Sheet 2

NAME_____

Attached are observation records of revisits to areas of special interest.

Comments:

_____
Student

_____
Date

EDUCATION 100 X - VIII

(Success - Concept)
(Bloom - Evaluation)

Same as EDUCATION 100 X - VII except that student will choose a particular curriculum area from EDUCATION 100 X - VII and observe in five different grade levels, using revised instrument developed in EDUCATION 100 X - VII. In seminar the students will discuss differences between ED 100 X- VII and ED 100 X- VIII observation, record agreement and disagreement on observation form sheets, sign and file in his profile.

Students will make and record at least ten different observations during the semester. The remaining five weeks may be spent revisiting areas of special interest. These visits will be recorded and added to the student's observation file.

EDUCATION 100 X - VIII

Record Sheet 1

NAME_____

Attached are ten completed <u>revised</u> record forms for at least ten different observations.

Comments:

_____
Student

_____
Date

EDUCATION 100 X - VIII

Record Sheet 2

NAME_____

Attached are revised observation records of revisits to areas of special interest.

Comments:

_____
Student

_____
Date

STRATEGIES IN TEACHING

(AV - I)

(Success - Product)
(Bloom - Application)

A. The student will obtain the AV workbook, AV Instructional Materials Manual by Brown and Lewis and will demonstrate to the satisfaction of the college AV instructor, or someone designated by the college AV instructor, or a member of the public school staff ability to operate each of the following:

1. film strip projector
2. movie projector
3. tape recorder
4. ditto machine
5.
6.

B. After having experienced a new AV process individually the student will, with a group of students in a public school classroom, create a bulletin board illustrating procedure for one of the following:

1. how to make a film strip
2. how to make a series of transparencies for an overhead
3. how to make a movie film, tape recording, puppet show, model, or other proposed visual aid not previously experienced.

When one or more groups of children who see the bulletin board voluntarily use the illustrated procedure in connection with a particular area of the curriculum, social science, science, math, etc., the classroom teacher will observe and sign and date the attached form.

STRATEGIES IN TEACHING

(AV - I)

Record Sheet

NAME_____

This is to certify that the above named student:

A. created a successful bulletin board illustrating an AV procedure

B. one or more groups of children voluntarily used the illustrated procedure in connection with a particular area of the curriculum.

_____

Classroom Teacher

_____

Date

STRATEGIES IN TEACHING

(AV - II)

(Success - Product)
(Bloom - Application)

The student will choose one of the following which he has <u>not</u> worked with before, learn it and practice on his own, and then teach the process to a group of two to six pupils. The student will devise a check sheet to record the success of the pupils and sign and place it in his profile when pupils have achieved the objectives stated on the check sheet to the satisfaction of the student.

1. original transparencies for overhead
2. 8 mm. film
3. create film strip
4. make an original tape
5. make a mural
6. make a puppet show

The student will date and sign his check sheet and place it in his profile.

STRATEGIES IN TEACHING

(AV - II)

Record Sheet

NAME_____

A. The AV technique chosen to learn, practice and teach was_____

_____

B. Attached is a completed check sheet I devised to record success of two to six pupils in learning the above stated technique.

Comments:

_____

Student

_____

Date

STRATEGIES IN TEACHING

(AV - III)

(Success - Skill)
(Bloom - Psycho-Motor)

A. Given the third grade state adopted writing text, the student will, sometime during the first semester, write on paper while observed by a college member, manuscript and cursive alphabets and numerals, both upper and lower case. When the college staff member has signed and dated the paper, the student will place it in his profile. Manuscript will be vertical and cursive will be slanted appropriately and both will be consistent in form and completed in reasonable time without looking at a model and with no more than two errors in letter forms.

B. The student will write a short message dictated by a college staff member on chalkboard in both manuscript and cursive maintaining approved size, slant, and spacing with no errors in letter form. The college staff member will sign attached form and student will place in his profile.

C. The student will make a reading experience chart according to written instructions provided by the reading and language instructor and submit to the college staff. Approval will be indicated by staff signature on profile.

D. The student will arrange for further instruction and testing as needed until the standard performance is met.

STRATEGIES IN TEACHING

(AV - III)

Record Sheet I

NAME_____

Attached is my signed and dated paper of manuscript and cursive alphabets and numerals, both upper and lower case.

Comments:

_____

Student

_____

Date

STRATEGIES IN TEACHING

(AV - III)

Record Sheet 2

NAME_____

This is to certify that the above student has successfully completed the dictated chalkboard manuscript and cursive writing tests.

Comments:

_____

College Staff

_____

Date

STRATEGIES IN TEACHING

(AV - III)

Record Sheet 3

NAME_____

This is to certify that the above student has made a satisfactory reading experience chart according to instructions provided by the reading and language instructor.

Comments:

_____

College Staff

_____

Date

READING - I

(Success - Concept)
(Bloom - Evaluation)

Given the attached sign-up sheet during the English/Reading class with a limited number of spaces for group size, the students and interested school staff members will select a beginning reading program which is innovative to study and review. Time will be allotted for readjustment and discussion among the participants.

The group will then program for themselves independent and group study time, assigning tasks for analyzing and reporting and prepare a written report in multiple copies to be distributed to the group on a date pre-determined by the instructor.

The participants will also prepare and present a ten minute oral report in conjunction with the written report. It will be considered successful if the majority of the class agrees that the advantages, disadvantages and salient characteristics have been presented.

READING - I

(Innovative Programs - Beginning Reading)

Encyclopedia Brittanica (Language Experience)	1. 2. 3. 4.
Sullivan Buchanan (Programmed Instruction)	1. 2. 3. 4.
SRA Linguistics or Merrill Linguistics (Linguistic Approach)	1. 2. 3. 4.
Lippincott (Synthetic - Phonic)	1. 2. 3. 4.
Bank Street (Ethnic)	1. 2. 3. 4.
I.T.A. (Different Code)	1. 2. 3. 4.
Words in Color	1. 2. 3. 4.
Distar	1. 2. 3. 4.

READING - I

Record Sheet

NAME_____

This is to certify that:

A. The innovative program chosen was_____

_____

B. I participated in preparation of a written report on the above subject which was distributed.

C. I participated in the preparation and presentation of the oral report which was approved by a majority of the class.

Comments:

_____
Student

_____
Date

READING - II

(Success - Concept)
(Bloom - Evaluation)

Given a sign up sheet during the English/Reading class with a limited number of spaces for group size the students will select a California state adopted reading series to study and review. Time will be allotted for readjustment and discussion among the students.

The group of students then will program for themselves independent and group study time, assigning tasks for analyzing and reporting and prepare a written report in multiple copies to be distributed on a date predetermined by the instructor.

The students will also prepare and present a ten minute oral report in conjunction with the written reports. It will be considered successful if a separate evaluation sheet shows that the majority of the class considers that the advantages, disadvantages and salient characteristics have been presented to their satisfaction.

READING - II

CRITERIA FOR JUDGING READING SERIES

CHECKLIST

I. Content:
Are themes well adapted to interests of children?
Are themes varied and worthwhile?
Is there a wide choice of materials?
Is there a good balance of material?
Modern-old favorites
Realistic - fanciful
Humorous - serious
Informative - Fictional
Does the book include poetry?
Are the stories well written, lively and appealing?
Will the stories give pleasure to others when read orally?

II. Readability

Vocabulary: Is it carefully controlled to insure
introduction of new words at an appropriate rate?
adequate repetition?
occasional plateaus?
Sentence and paragraph structure:
adjusted to reading level?
Story: Is the length adjusted to average ability and reading lesson?

III. Teaching:

Does the manual present a complete program of:
phonics
skills
meaning
organization of skills
integration of language arts?

DESCRIBE:

Describe the approach to phonetics.

How does the program handle readiness?
Does the program provide for individual differences and superior students?
Special needs of the disadvantaged?
Does the program provide for silent reading as well as oral?
Give the children a feeling of success?
Help the child develop critical reading?
Seek to develop permanent interest in reading?

CHECKLIST:

IV. Other Aids

Does the Teachers Manual include a bibliography?

Have suggestions for reading on different levels?

Follow the text and workbook consistently?

Outline questions for guided reading?

Are there workbooks?

Do the workbooks develop and extend word building?

Encourage the child to use them independently?

Provide meaningful exercises?

Allow easy checking? Are there picture, word, phrase cards? Accompanying tests?

Strengths?

Weaknesses?

READING II

Record Sheet

NAME_____

This is to certify that:

A. The California State adopted reading series chosen was _____

_____

B. I participated in the preparation of a written report on the above subject which was distributed.

C. I participated in the preparation and presentation of the oral report which was approved by a majority of the class.

Comments:

_____
Student

_____
Date

READING - III

(Success - Concept)
(Bloom - Evaluation)

Within the first three weeks of seminar the student will take the IPI Pretest of Phonics Knowledge. He will check his own test and answer sheet and make a record of his needs in phonic knowledge.

Wherever there are mistakes the student will prescribe for himself the appropriate worksheets. He will do all worksheets so prescribed. Upon completion he will report to the reading supervisor that he has completed this task.

READING - III

Record Sheet

NAME_____

1. IPI Pretest:

   Date_____

   Phonic errors noted:

2. Worksheets self-prescribed

   1.

   2.

   3.

   4.

   5.

   6.

3. Worksheets completed:

   Date_____

_____

Signature of Student

_____

Date

READING - IV

(Success - Concept)
(Bloom - Comprehension)

The student will give definitions or examples of the items on the attached sheet of thirty-five concepts which comprise the minimal content and vocabulary necessary for beginning reading teachers. Of these thirty-five concepts at least thirty will be clear to at least two fellow students.

A master sheet of answers will be available. The student should compare his checklist with the mastersheet and report to supervisor that task is completed.

READING - IV

Basic Concepts

I. Vocabulary

1. Auditory discrimination
2. Cobasal readers
3. Auditory blending
4. Bibliotherapy
5. Configuration
6. Controlled vocabulary
7. Pre-primer
8. Context clues
9. Experience charts
10. Flash cards
11. Phrasing
12. Readiness
13. Reading age
14. Reading grade
15. Sight vocabulary
16. Structural analysis
17. Sub vocal reading
18. Visual discrimination
19. Multi-ethnic readers
20. Multi-level materials

Do you know these words used in describing our language?

21. Voiced and voiceless consonants
22. Long and short vowels
23. Schwa
24. Digraph

Basic Concepts

Continued

25. Dipthong
26. Root word
27. Prefix and suffix
28. Homonym
29. Homograph
30. Phoneme
31. Morpheme
32. Decode and encode
33. Open syllable
34. Consonant blend
35. Figures of Speech

READING - IV

Record Sheet

NAME_____

Two students agree with at least thirty concepts. Signature of students:

1._____

2._____

Student has checked master sheet:

Date_____

Questions?

_____
Student

_____
Reading Instructor

_____
Date

READING - V

(Skill - Product)
(Bloom-Evaluation)

Each student who is working in a classroom where the basal reading approach is used will assume the responsibility of at least one and preferably two of the reading groups (high, medium, low). He will plan at least two weeks instruction using basal reader manual as a guideline.

For at least four lessons the student will respond to a check sheet in relation to the manual. Manual pages shall be identified and replication of workbook pages (or self-made evaluation sheets) will be turned in to the reading supervisor. A conference may be requested by either the supervisor or the student.

The student will be considered capable when checksheets show that he skips appropriate pages, prepares or seeks out supplementary materials and can explain these choices.

The student will request at least one visitation by the college supervisor. At this time he will conduct a basal reading lesson with one of his groups. He will present the supervisor with the behavioral objectives planned. In a conference following the lesson, the supervisor will agree that the majority of behavioral objectives have been met.

Checklist for Basal Reading Lessons

Student's Name_____

Date _____

Grade _____

Group: Describe how formed:

Number:

Time for Basal Lesson (no. of Minutes)_____

Reading Text Used: Title: _____

Pp. in Teacher's Manual_____

Behavioral Objectives:

New Vocabulary: Words:_____

Sight vocabulary, phonics, structural analysis, multiple meaning)
How Taught:_____

_____

_____

Review Vocabulary Words:

Comprehension Questions: Main Idea_____

Details_____

Follow Directions_____

Preparation: Describe:_____

Concepts _____

(Arousing Interest_____

Personal relevance_____

Attention to comprehension before reading:)_____

Guided Reading

Will children read silently first:_____

Oral Reading Activities (Purpose)_____

Oral Discussion Activities_____

Evaluation of Children's Responses

Were behavioral objectives met?_____

in comprehension?_____

knowledge of reading vocabulary?_____

Did all children take part in oral discussion?_____

If not, how many did?_____

Plans for Reteaching?_____

_____

_____

Need for New Behavioral Objectives_____

_____

_____

Need for Additional Materials_____

_____

_____

Workbook (pp. assigned)_____

Purpose of Workbook Activities_____

Review_____

Follow-Up_____

Busy Work_____

Practice of Developmental skills_____

Necessary for Everyone?_____

_____

_____

Additional Workbook exercises_____

From supplementary materials?_____

Teacher's Own Worksheet?_____

Behavioral Objectives_____

Evaluation:_____

Need for additional behavioral objectives:_____

_____

Need for Re-teaching_____

_____

READING - V

Record Sheet

NAME_____

Reading Groups:

High_____

Low_____

Middle_____

Four trial lessons with response to check sheet:

Dates: 1.

2.

3.

4.

Approval of reading supervisor_____

Conferences?_____

Behavioral Objectives for visitation:_____

Behavioral Objectives met?_____

_____

Signature of College Supervisor

_____

Date

READING - VI

(Success - Product)
(Bloom - Synthesis)

The student will choose a pupil who is in the lowest reading group in the class. The child should not be an EH or remedial case. The student by observation and questions should ascertain that the child will be willing to work cooperatively.

The student will administer an informal reading inventory and diagnostic testing using Gallang book (Indiana test of basic reading skills). On the basis of this information he will complete a written summary of the pupil's reading. The summary will include:

1. A chart showing pupil's strengths and weaknesses
2. The pupil's recreational, instructional and frustration levels
3. A list of five books on the pupil's recreational level
4. A plan of five skills appropriate for this pupil's instructional level.

The reading supervisor and the classroom teacher will agree that these diagnostic insights are realistic and that the corrective reading plan follows a sequential pattern and is appropriate. Both will sign the student's report.

READING - VI

Informal Reading Inventory

The first step in setting up a developmental reading program is to determine the general reading achievement of the student. One useful estimate of a student's instructional level is achieved through an open textbook test. A series of graded textbooks such as a basal reading series may be used.

1. Generally estimate the student's reading level; ask him to read a passage of about 100 words in a book that is one year BELOW your estimate.

2. Ask the pupil to read orally without previous silent reading.

3. Count the errors as follows:

   a. Count as non-recognition word errors all words which pupil does not know or mispronounces. Tell him the unknown word after five seconds but count it as an error.

   b. Count addition (words that the pupil puts in) and omissions (words that pupil leaves out) as errors.

   c. Count as one type of error if pupil leaves off endings such as s, ing, or ed.

   d. Count the same error only once.

4. Interpret as follows:

   a. If pupil makes two to five errors, assume the passage is his instructional level.

   b. If pupil makes zero to two errors, this is his recreational level. Try a passage on a higher level to determine instructional level.

   c. If pupil makes more than five errors, this is his frustration level. Try a passage on the next lower level, and continue downward until you reach his instructional level.

5. After the student has read a passage on his instructional level ask two or three questions to test his comprehension. If the student has not understood what he has read try a passage on a lower level.

6. Observe reading mannerisms: finger pointing, head and lip movements, phrasing, ability to observe punctuation and to anticipate meaning. Analyze errors for clues to his word analysis techniques.

READING - VI

Record Sheet

Pupil's name: Student:

Grade: Date:

Age:

1. Chart showing child's strengths and weaknesses:

2. Recreational Level

   Instructional Level

   Frustration Level

3. Five books on pupils's recreational level

   1.

   2.

   3.

   4.

   5.

4. Five skills appropriate for pupil's instruction

   1.

   2.

   3.

   4.

   5.

5. Signature of classroom teacher_____

   Reading supervisor_____

   _____
   Date

(Success - Product)
(Bloom - Synthesis)

Micro Teaching

The student will be responsible for formulating and teaching three mini-lessons at his placement level and one mini-lesson at each of the other two levels. At least one of these should be in a Title I School. The student will also be responsible for acting as student-observer to at least one mini-lesson at each level. (Thus each student will participate in a minimum of eight mini-lessons.)

Mini-lessons are to be observed by the college supervisor, master teacher or reading supervisor, and fellow student who should act as recorder.

The student will formulate five to ten minute lessons with five pupils for whom pre-assessment data has shown that a specific behavioral objective is appropriate. The student will then set criteria for the given objective, design and implement his methods with students, and, on the basis of post-lesson results, formulate new objectives to be discussed with the instructor.

Primary level:

1. auditory perception of beginning, middle, or ending sounds
2. sight words
3. recognition of letters
4. knowledge of consonant sounds, or beginning blends
5. inflectional ending -s, -ed, -ing
6. ability to follow oral directions (1, 2, or 3 step directions)
7. Visual discrimination of word forms (readiness level)
8. Relational concepts: in, on, under, beside, near, next to
9. Words that tell how (slowly, sadly, quietly)
10. Visual-auditory integration (..-.-.),2,3,)
11. Verbal categorization (foods, animals, helpers)
12. Left-right progression

Grades two-four:

1. syllabication
2. vowel sounds
3. rule of silent "e"
4. vowel dipthongs
5. beginning blends
6. silent letters
7. sound of "c"
8. structural analysis
9. reading for: the main idea, details, inference, following directions
10. skimming
11. homonyms
12. multiple meanings of words

Grades five-six:

1. Dictionary usage: alphabetizing, using guide words, base word as entry, pronunciation key
2. Map reading: using relative terms of location and direction, verbal concepts, parallels, meridians, equator, tropics, longitude, latitude, interpretation of abbreviations, using legends on different types of maps, interpreting symbols.
3. skimming
4. structural analysis
5. syllabication
6. reading for: main idea, following directions, details, inference
7. using card index in library
8. using index for encyclopedia
9. special vocabulary for math, science, social studies
10. concept learning

Mini-lessons will be followed by a post-lesson conference which will give feedback to student helping him to realize:

1. if behavioral objectives were achieved
2. quality of teaching
   - teacher talk
   - group participation
   - emotional climate

quality of teacher questions
kind of thinking most evident

3. other strategies which might be helpful
4. if his new objectives are appropriate

READING - VII

Record Sheet

NAME _____

This is to certify that the above student has completed a minimum of eight mini-lessons as assigned and has participated in post-lesson conferences.

Comments:

_____

Reading Supervisor

_____

Date

READING - VIII

(Skill - Product)
(Bloom - Evaluation)

The student who is working in a classroom where the individualized reading program is used will assume responsibility for five children. He will make a plan for a minimum of three weeks which will include:

1. Arranging for conferences. Pupils will request at least one conference (5-10) minutes) per week. See Veatch, Jeannette, Reading in the Elementary School for conference guidelines.
2. A record for each pupil noting word attack, vocabulary, comprehension.
3. Group lessons to meet common needs.
4. Use of IPI materials where appropriate.
5. Guidance of pupils which enables them to choose books on their "instructional level".

The supervisor will agree that the written record is adequate and plans for strengthening skills are appropriate. A conference may be requested by the student or the reading supervisor.

The student will request at least one visitation by the College supervisor. The supervisor will agree that appropriate questions have been asked, skills noted, and that the child is choosing books on his appropriate level.

READING - VIII

STUDENT_____

GRADE_____

1. Names of pupils

   1.

   2.

   3.

   4.

   5.

2. Conferences held:

   Dates_____ Children_____

   _____ _____

   _____ _____

   _____ _____

3. Group lessons:

   1. Behavioral objectives

   2.

   3.

   4.

   5.

4. Supervisor agrees that written record is appropriate:

   Signature_____ Date_____

5. Visitation by College supervisor: Date_____

   Appropriate questioning? Books chosen on instructional level?

   Skills noted?

_____

Signature of College Supervisor

_____

Date

LANGUAGE ARTS - I

(Success - Concept)
(Bloom - Evaluation)

The student will select an area of his choice for in-depth reading. With the help of a bibliography he will read and annotate at least five articles or chapters in the language arts literature. On the basis of his reading he will state three concepts which a classmate will agree are worthwhile.

The reading instructor will agree with four out of five of his annotations and all of his new concepts.

LANGUAGE ARTS - I

Choice for In-Depth Reading - Language Arts

Remedial Reading

Disadvantaged

Creative Writing

Individualized Reading

Children's Literature

Using Poetry in the Classroom

Language Arts - The Gifted Child

Oral Language Activities

English as a Second Language: English as a Second Dialect

Reading Readiness

(student may choose a subject not mentioned after conference with the instructor.)

LANGUAGE ARTS - I

Record Sheet

NAME_____

Area chosen for in-depth reading:_____

Articles and chapters used:

1._____

2._____

3._____

4._____

5._____

Classmates Comments:

Reading Instructor's Comments:

_____
Student

_____
Date

LANGUAGE ARTS - II

(Success - Concept)
(Bloom - Comprehension)

The student will write definitions or examples of the items on the attached sheet of thirty concepts which comprise the minimal content and vocabulary necessary for beginning teachers in the language arts. He may use textbooks, classroom observations, or seminars as his resources. Of these thirty concepts at least twenty-five will be clear to at least two fellow students.

A master sheet of answers will be available. The student will compare his checklist with the master sheet and report to the supervisor that the task is completed.

LANGUAGE ARTS - II

Basic Concepts

1. the four language arts
2. decoding
3. encoding
4. affective
5. cognitive
6. dialect
7. stress
8. pitch
9. standard English
10. structural linguistics
11. sensory
12. inductive
13. deductive
14. VCCV
15. active voice
16. determiner
17. noun phrase
18. adjective
19. homonym
20. homograph
21. prepositional phrase
22. adverb of place
23. article
24. haiku
25. choral speaking
26. socio-drama
27. expository writing
28. imagery
29. role playing
30. body language

LANGUAGE ARTS - II

Record Sheet

NAME_____

Two students agree with at least thirty concepts. Signature of students:

1._____

2._____

Student has checked master sheet:

Date_____

Questions:

_____
Student

_____
Language Arts
Instructor

_____
Date

LANGUAGE ARTS - III

(Success - Product)
(Bloom - Evaluation)

The student working in a third through sixth grade classroom will collect a group of at least ten papers as a result of a creative writing lesson he has taught. The lesson may be based on picture stimuli, group experience after a field trip, or sensory experience (music, touch, listening for sounds, etc.) Pupils will be given time to proof-read and correct their first draft. Spelling needs will be met by assistance from student during writing time.

The student will sort the papers two times from best to worst when focus is on: 1) content 2) sentence structure and punctuation. The master teacher will agree to the sorting. The student will count the total number of errors in sentence structure and punctuation. He will then choose two or three common writing needs and write behavioral objectives for a series of lessons based on these objectives, evaluating and reteaching whenever necessary.

The student will plan and teach a second creative writing lesson, aid in spelling and allow time for proof-reading and punctuation errors when total errors are counted. There will be at least a 50% drop in punctuation and sentence structure errors.

LANGUAGE ARTS - III

Record Sheet

NAME_____

Pupils' Names	No. Sentence Structure Errors	No. Punct. Errors	No. Sentence Structure Errors	No. Punct. Errors

_____
Student

_____
Date

LANGUAGE ARTS - IV

(Success - Product)
(Bloom - Evaluation)

Micro-teaching

The student will be responsible for formulating and teaching two mini-lessons at his placement level and one mini-lesson at a Title I level. The student will also be responsible for acting as student-observer to at least two mini-lessons at two different levels. (Thus each student will participate in a minimum of ive mini-lessons.)

Mini-lessons will be observed by College supervisor, master teacher or reading supervisor, and a fellow student who shall act as recorder.

Primary level:
(K-2)
1. Help class construct a standard chart for speaking
2. A game for sentence sense
3. Classification of ideas
4. Conversation skills
5. Listening skills
6. Dramatic play
7. Choral speaking
8. Spontaneous drama
9. Telephoning
10. Discussion: sticking to topic, listening to others
11. Story telling

Intermediate:
(3-4)
1. Help class construct a standard chart for 1) writing letters and 2) punctuation
2. Telephone (Courtesies)

3. Discussion: taking turns, digging out the subject, avoiding repetition
4. Story telling
5. Book reviewing
6. Dramatization
7. Adverb game

Upper Grades:

(5-6)1. Role playing

2. Discussion: having the facts, expressing opinion, listening to evaluate, evaluating discussion
3. Book reviewing
4. Dramatization
5. Socio-drama
6. Similes

Mini-lessons will be followed by a post-lesson conference which will give feedback to student helping him to realize:

1. if behavioral objectives were achieved
2. quality of teaching
   - teacher talk
   - group participation
   - emotional climate
   - quality of teacher questions
   - kind of thinking most evident
3. other strategies which might be helpful

LANGUAGE ARTS - IV

Record Sheet

NAME_____

This is to certify that the above student has completed a minimum of five mini-lessons as assigned and has participated in post-lesson conferences.

Comments:

_____
Language Arts
Supervisor

_____
Date

LANGUAGE ARTS - V

(Success - Product)
(Bloom - Synthesis)

During seminar the reading instructor will present a list of nonsense words to the students which they will attempt to learn by visual, auditory and kinesthetic methods. The student will thus discover and identify his own learning style.

Following this the student will select three to five pupils who are having difficulty in spelling. He will devise a simple test to help them discover their own learning styles. According to this knowledge he will then undertake their spelling instruction for four consecutive days. Using words from basic lists, the spelling book used in class, or individual writing needs, he will have these pupils study these words encouraging them to use their newly discovered learning styles.

A pre-test and post-test will be given. Each child will be able to write from dictation words learned. Two weeks later the student will observe these pupils and through observation and question determine whether they are using their self-discovered learning style for studying spelling words. At least 50% of the children will be observed approaching spelling according to their individual learning styles.

LANGUAGE ARTS - V

Record Sheet

NAME_____

GRADE_____

Learning style of student_____

Names of pupils	Learning Style	Learning Styles used for 4 lessons	Observed Style 2 weeks later

Words studied in 4 directed lessons

	Source?	Pre-test Total errors	Post-test total errors
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			

_____

Date Completed

LANGUAGE ARTS - VI

(Success - Product)
(Bloom - Synthesis)

The student will prepare a unit (series of lessons) in language arts using task cards. These will be placed in the writing center.

The student will introduce the unit to the class and keep a record of its usage for two weeks. To be successful 40% of the class will use the complete set of task cards.

Possible subjects for these units:

alphabetizing

dictionary usage

capitalization

punctuation of sentences

outlining

library skills

map reading

skimming

writing topic sentences

LANGUAGE ARTS - VI

Record Sheet

I. Subject of unit

II. Task cards used

III. Record of usage. Number of pupils completing unit.

1. Date_____

2.

3.

4.

5.

6.

7.

8.

9.

10.

This is to certify that 40% of the class has used the complete set of task cards.

_____
Student

_____
Date

After a period of time in his student teaching assignment the student will identify no more than six pupils who would profit from guided practice in oral discussion.

The student will lead a discussion with the pupils centered around a particular topic which will be recorded on tape. The pupils will listen to the tape with the student and decide on at least three goals for group discussion. Such goals might include:

1. sticking to the meaning of a topic
2. listening
3. taking turns
4. vocabulary usage
5. participation of every child
6. digressions, repetitions, non-sequiturs
7. interrupting
8. summarizing

For a two week period the group of pupils will meet with the student and hold discussions on a number of topics. At the conclusion the pupils will tape their final discussion. The next day they will hear the first tape and the last tape. They will be able to respond to such incomplete statements as: When we talk we should_____. At first we did not_____but now we_____. Taking turns is_____. We need to learn more about_____. Their responses will include at least two of the specific goals sought. A group of at least three pupils will be able to not improvement when they compare the two tapes during a conference-seminar called by the student.

LANGUAGE ARTS - VII

Record Sheet

NAME_____

GRADE_____

DATE_____

Pupils in group: 1._____ 2._____

3._____ 4._____ 5._____

Taped topic, day 1.

Goals for Discussion:

Taped topic, day 2.

3.

4.

5.

6.

7.

Taped topic, day 8.

Goals achieved?

Group responses to statements:

1.

2.

3.

At least three pupils noticed improvement when tapes were compared.

_____
Student

_____
Date

LANGUAGE ARTS - VIII

(Success - Product)
(Bloom - Application)

In a second to sixth grade where writing centers are part of the classroom organization the student will read a series of poems or fairy tales or short stories, etc, to the whole class. He will offer pupils the opportunity of writing a similar composition or dictating into a tape recorder or making an illustration with captions to be shared with the rest of the class. He will remain in the writing center willing to offer any help that is needed. The products of the participants will be shared by the whole class (by reading them aloud, mounting them on bulletin boards or playing tapes).

Following this, another kind of creative communication experience will be offered to the whole class. Reading to them before hand and offering the opportunity to share their work with their class will be repeated using a different series of input.

This behavioral objective will be accomplished when the student reports on the accompanying sheet that at least 80% of the class has participated voluntarily.

LANGUAGE ARTS - VIII

Record Sheet

NAME_____

GRADE_____

DATES_____

1. Preparation source of readings:

2. Number of pupils participating:

3. Date of class sharing:

   Method:

4. Preparation for second experience:

5. Number of pupils participating:

   Percentage of total class:

At least 80% of the class participated voluntarily.

_____

Student

_____

Date

APPENDIX B

" Weekly Observation Schedule"

Dominican Profile Project

Teacher: _____

Teacher Requests For Observer Participants Time - Week of: _____

	Monday	Tuesday	Wednesday	Thursday	Friday
9:00					
10:00					
11:00					
12:30					
1:00					
2:00					

APPENDIX C

OBSERVATION RECORD

PROJECT PROFILE

Observation Record

NAME_____

Performance Objective Number_____

Observation Number_____

Date_____Time Spent_____

Grade or Performance Level_____

Curriculum Area_____

APPENDIX D

APPLICATION FORMS

PROGRAM FOR GRADUATE STUDENTS INTERESTED IN SECURING

THE STANDARD ELEMENTARY TEACHING CREDENTIAL

This program is designed to meet the requirements for a Standard Elementary Teaching Credential. The program supports the following principles:

1. The Teacher Training Program should be performance based, i.e., to include Behavioral Objectives.

2. The Teacher Training Program should be individualized for the trainee, i.e., self-evaluative, purposefully paced, purposely interacting and with provisions made for meaningful alternatives.

To meet these principles and, also, to meet the 30 unit, 5th year requirement by the State of California, the program is designed to be two 15-unit semesters in length and will include full-time student teaching during the second semester.

Interested students who complete the accompanying forms will be considered for participation in the program.

NAME_____ DATE_____

PROPOSED PROGRAM FOR MEETING REQUIREMENTS FOR
PROGRAM LEADING TO
THE STANDARD ELEMENTARY TEACHING CREDENTIAL

First Semester

Ed. 100 - School and Society	3 units
Ed. 105 - Physiolog. & Psych. Foundations of Education	3 "
Ed. 131 - Reading and English Methods	3 "
Academic Elective_____	___
Academic Elective_____	___
or	
(English 100 - can be satisfied by test)	___
Total Units	_____

Second Semester

Ed. 132 - Student Teaching in Elem. Sch.	8 units
Ed. 133 - Strategies in Teaching (Incl.A.V.)	5 "
Ed. 131 - Drama	2 "
or	
Ed. 131 - Science	
Total Units	_____

This plan approved by:

_____
Chairman, Department of Education

_____
Student

DOMINICAN COLLEGE

Department of Education Spring, 1971

Recommendation Form

Concerning_____As a potential elementary teacher.

Please write your evaluation of this student's qualities of alertness, responsibility, initiative, and cooperation. It is important that the candidate be open to new ideas and be willing to work hard. How does this student relate to children, to peers and faculty? Have you noticed any aspects of this student that you think might be a problem in teaching? What are the student's special strengths?

This evaluation should be received by Dr. Aigner, Chairman of the Department of Education as soon as possible in order to be of use in the selection of candidates for the training program.

Position of Writer_____Signed_____

Organization_____Print Name_____

City & State_____Date_____

APPENDIX E

STUDENT RECORD SHEET

PROJECT PROFILE

NAME_____

4th Year 5th Year

	Required All	Required 5th Year	Optional 4th Year	Optional 5th Year	Title I School	Date Completed
Ed. Psych. I (Concept) (Comprehension)	X					
Ed. Psych. II (Skill) (Application)	X				X	
Ed. Psych. III (Concept) (Synthesis)		X	X			
TEACHING STRATEGIES						
Social Studies I (Concept) (Application)	X					
Social Studies II (Skill) (Application)	X					
Social Studies III (Skill) (Synthesis)		X	X		X	
Math I (Concept) (Analysis)	X					
Math II (Concept) (Knowledge)	X					
Math III (Concept) (Synthesis)		X	X			
Math IV (Skill) (Application)	X					
Math V (Product) (Synthesis)	X					
Math VI (Product) (Synthesis)	X				X	
Math VII (Product) (Synthesis)		X	X			
Math VII (Product) (Synthesis)			X	X		
*Math IV (Product) (Synthesis)	x				X	

	Required All	Required 5th Year	Optional 4th Year	Optional 5th Year	Title I School	Date Completed
Reading V (Product) (Evaluation)	X					
Reading VI (Product) (Synthesis)	X					
Reading VII (Product) (Synthesis)	X				X	
Reading VIII (Product) (Evaluation)			X	X		
Language Arts I (Concept) (Evaluation)			X	X	X	
Language Arts II (Concept) (Comprehension)	X				X	
Language Arts III (Product) (Evaluation)			X	X		
Language Arts IV (Product) (Synthesis)	X				X	
Language Arts V (Product) (Synthesis)			X	X		
Language Arts VI (Product) (Synthesis)			X	X		
*Language Arts VII (Product) (Analysis)	X					
*Language Arts VIII (Product) (Application)			X	X		

*Higher Level affective

	Required All	Required 5th Year	Optional 4th Year	Optional 5th Year	Title I School	Date Completed
Electives (Product) (Evaluation)		X		X		
Ed. 100 - I (Concept) (Knowledge)	X					
Ed. 100 - II (Concept) (Evaluation)	X					
Ed. 100 - III (Concept) (Evaluation)	X					
Ed. 100 - IV (Concept) (Synthesis)	X					
Ed. 100 - V (Skill) (Evaluation)	X					
Ed. 100 - VI (Concept) (Synthesis)	X				X	
Ed. 100 - VII (Skill) (Evaluation)	X				X	
Ed. 100 - VIII (Concept) (Evaluation)	X				X	
A. V. I (Product) (Application)	X					
A. V. II (Product) (Application)			X	X		
A.V. III (Skill) (Psycho-Motor)	X					
Reading I (Concept) (Evaluation)	X				X	
Reading II (Concept) (Evaluation)	X				X	
Reading III (Concept) (Application)	X					
Reading IV (Concept) (Comprehension)	X				X	

APPENDIX F

STUDENT NEEDS SURVEY

STUDENT NEEDS SURVEY

NAME_____

DATE_____

WHAT IS ——— NEEDS ———→ WHAT SHOULD BE

Where I am now in terms of the performance objectives ———→ Where I will be when I have completed the performance objectives.

Please list any major questions, concerns or problems you have as of this date in relation to your successful completion of the program.